Reciprocal Teaching with the 21CC Twist

Prepared by

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Reciprocal Teaching

(with a twist)

Reciprocal Teaching is a guided reading strategy that was introduced by Palinscar and Brown in 1984. When working with a common text in pairs, in small groups or with whole group instruction, reciprocal teaching enhances students' natural reading abilities to:

- **Summarize**
- **Question**
- **Clarify**
- **Respond**

What I have done here is add the other guided reading strategies to make it a complete package. I suggest that you keep the four original strategies, and use the other strategies that I have included at your discretion:

- **Connect**
- **Infer**
- **Visualize**

No one best way to begin using reciprocal teaching in your classroom exists. As with all effective guided reading strategies, regular modeling of the process is key to the successful implementation of the strategy. Before using any of the components of the program, be sure to model them for the students so that they know what it looks and sounds like.

Some teachers begin with whole-class sessions, while others prefer a guided reading setting. Some intermediate-grade teachers use reciprocal teaching in a guided reading setting with struggling readers and with the whole class during content area reading. Primary-grade teachers may use reciprocal teaching with Big Books and in guided reading groups.

Reciprocal Teaching

(with a twist)

A vital component of this strategy is to have the students use their roles as a means to have deep, meaningful discussions about the text. Ensuring that they provide evidence for their responses requires the deep thought that is sought after to become successful 21st Century thinkers.

The good news is that reciprocal teaching can be used with any kinds of text – fiction, non-fiction, poetry or prose.

Naturally, students need to be given the opportunity to experience all of the roles. With longer texts, chunking the text into sections and having the students assume a different role for each section is advised. With shorter texts, the student should maintain one role for the entire reading. Jobs would be rotated with each new piece of text.

Included in this package is a "Reciprocal Teaching Wheel" that could be made into a wall chart to act as a visual tool to indicate which student is responsible for which role. The students each put their names on a sticky note (flag for letter-sized version, regular for wall poster) and, as they complete each role, they move their sticky to the next section. The "Reciprocal Teaching Wheel" would also serve as a reminder to the students that all of the strategies work together as a package and that all must be used during reading. Icons are included for the wall poster.

Included in this package:

- Reciprocal Teaching At-A-Glance
- Classroom posters explaining each role
- Role cards for each role
- Bookmarks for each role
- Graphic organizers for each role (elementary); one page (intermediate)
- Role record keeping tool
- Assessment checklist
- Reciprocal Teaching Wheel

Reciprocal Teaching At-A-Glance

The "GIST" … In small groups for guided reading or larger groups for content area reading, the students will take on different roles to read and discuss a text. Providing evidence for their thinking is vital to all roles.

STRATEGY	ACTIVITY
Predict	**Predictor:** predicts with evidence • My prediction is … • My evidence is … Other students agree or disagree and give evidence.
Read	Students read the text (silently, in pairs, in groups)
Question	**Questioner:** poses questions for the group to discuss • My on-the-surface question is … • My under-the-surface question is … Other students answer the questions.
Clarify	**Clarifier:** asks for/gives clarification • I need to have _____ clarified. • Do you need anything clarified? The group talks about parts that were confusing and discusses unknown words.
Summarize	**Summarizer:** provides a summary of the text read • I think the most important idea/s are .. • My summary is … Other students add to summary.
Connect	**Connector:** provides connections (T-T, T-S, T-W) with reasons for connections • This text reminded me of … • I made that connection because … Group contributes other connections.
Infer	**Inferrer:** gives an inferential statement (an example of "reading between the lines") with evidence • From what I read, I am guessing that …. Because … • Based on the text, I think … because … Group members give inferences and explanation of them.
Visualize	**Visualizer:** shares with the group what they visualized, why they visualized it and how it connects to the text • As I was reading, in my mind I could imagine … because ….. • In my mind's eye, I saw … because … Group members talk about and explain their visualizations

Predictor

Your role is to:

- Tell the group what you think you will read about next
- Look at the next section and think about:
  - What you already know or have read about the topic
  - What the main idea seems to be
  - Text features you notice
  - Vocabulary words you expect to come across
- Share your predictions with the group first
- All group members add their predictions with their reasons

Discussion stems:

My prediction is ...

My evidence is ...

- Ask group members if they agree or disagree and to give their evidence

Questioner

Your role is to:

- **Ask two questions about the reading**
  - **On-the-surface question:** who, what, when, where
  - **Under- the-surface question:** why, how, should, could, would
- **Work with the group to decide where answers to these questions might be:**
  - **In the reading**
  - **In the clues**
  - **In another source**
  - **In the reader's mind**

Discussion stems:

My on-the-surface question is …

My under-the-surface question is …

- **Ask if anyone else has a question**
- **Ask group members to answer the questions**

Clarifier

Your role is to:

- First ask the group to help you clarify words or ideas you don't understand
- Ask if anyone needs any words or ideas clarified
- Work with the group to find out:
  - Meaning of unknown words
  - Meaning of unclear ideas

Discussion stems:

I need to have _____ clarified.

Do any of you need anything clarified?

Summarizer

Your role is to:

- Write a 2-3 sentence summary of the most important information from the reading
- Think about the main idea/s and the most important details
- Use the text features (headings, bold print, etc.) to help you
- Think like the author and try to figure out what he or she wanted to tell you
- The group can help you if you get stuck or if they think you forgot something

Discussion stems:

Here's what I think is most important from the text …

My summary is …

- Ask the group members for their ideas

Connector

Your role is to:

- Think of a connection that you can make to the text:
  - Text to text
  - Text to self
  - Text to world
- Be able to explain your connection to the group
- Tell why you made that connection

Discussion stems:

This text reminded me of …

I made that connection because …

- Ask group members for their connections and explanations

Inferrer

Your role is to:

- Determine the underlying meaning in the text that the author didn't really tell you – i.e. reading between the lines
- Think about what you already know and what you have read - tell what you think or "infer" about the reading
- Inferring equation:

What you see/read/hear + Your background knowledge = What you infer

Discussion Stems:

From what I read, I am guessing that .... because ...

Based on the text, I think...because ...

- Ask group members for their inferences and explanations of them

Visualizer

Your role is to:

- Think about the pictures that form in your mind as you read the text
- Share with the group what you visualized, why you visualized it and how it connects to the text
- Use sensory language like:
  - Feel (you or a character in the story), Taste, Smell, Touch, Hear, See

Discussion stems:

As I was reading, in my mind I could imagine … because …..

In my mind's eye, I saw … because …

- Ask group members to talk about and explain their visualizations

The Predictor

Role Card

- Use what you have read and the text features to help figure out what the group will learn and/or what will happen next in the text
- Remember: the group can change their predictions as they read more of the text!
- **Discussion stems:**

Based on the title, I predict this is going to be about ____.
I think the next part will be about ____.
Based on ____ (a clue), I predict ____.
Based on what ____ said/did, I predict ____.

- Give evidence for you prediction
- All group members add their predictions with their reasons
- Ask group members if they agree or disagree and to give their evidence

The Questioner

Role Card

- Ask questions that will help the group understand what has been read
- Think of questions to ask as you read
- Ask two questions about the reading
  - **On-the-surface question:** who, what, when, where
  - **Under- the-surface question:** why, how, should, could, would
- Work with the group to decide where answers to the questions might be: text, clues, another source, reader's mind
- **Discussion stems:**

My on-the-surface question is …

My under-the-surface question is …

- Ask if anyone else has a question
- Ask group members to answer the questions

The Clarifier

Role Card

- It is your role to clarify when:
  - The group is confused by what it has read
  - When there is a word that someone doesn't understand
  - When a sentence doesn't make sense
  - When a question is asked
- Think about strategies that help the reader to understand and share with the group:
  - Reread to look for clues
  - Break the word apart/look for smaller words
  - Look for prefixes/suffixes
  - Look at text features
- **Discussion stems:**

I need to have _____ clarified.

The Summarizer

Role Card

- Write a 2-3 sentence summary of the most important information from the reading
- Think about the main idea/s and the most important details
- Use the text features (headings, bold print, etc.) to help you
- Think like the author and try to figure out what he or she wanted to tell you
- **Discussion stems:**

Here's what I think is most important from the text …
My summary is …

- Ask the group members for their ideas

The Connector

Role Card

- Think of a connection that you can make to the text:
  - Text to text
  - Text to self
  - Text to world
- Share your connection with the group
- Tell why you made that connection
- **Discussion stems:**

This text reminded me of …
I made that connection because …

- Ask group members for their connections and explanations

The Inferer

Role Card

- Determine the underlying meaning in the text that the author didn't really tell you – i.e. reading between the lines
- Think about what you already know and what you have read – tell what you think or "infer" about the reading
- Discussion Stems:

From what I read, I am guessing that ….
because …
Based on the text, I think … because …

Ask group members for their inferences and explanations of them

The Visualizer

Role Card

- Think about the pictures that form in your mind as you read the text
- Share with the group what you visualized, why you visualized it and how it connects to the text
- Use sensory language like:
  - Feel (you or a character in the story), Taste, Smell, Touch, Hear, See
- Discussion stems:

As I was reading, in my mind I could imagine … because …..
In my mind's eye, I saw … because …

- Ask group members to talk about and explain their visualizations

Predicting Bookmark

A prediction is a good guess about what you think you will find out about or what will happen next in a text.

Good readers make predictions all the time – before they read and as they read.

Tips for making predictions:

- Look at text features like headings and pictures
- Think about the questions the author asks
- Make connections to what you already know – your background knowledge and experiences
- Skim, scan, and reread the text

Discussion stems:

- Based on the title, subheadings, picture/diagram, etc., I predict this page/chapter/section will be about …
- I think the next page/chapter/ section will be about …
- From the questions I think I will find out about …
- Based on (a clue), I imagine that …
- Based on what I already know about …, I believe that …

Provide evidence for your thinking!

Questioning Bookmark

Asking questions about what you read gives you a purpose or reason for reading and helps to deepen your understanding.

Good readers ask themselves questions all the time while they are reading. They then read to answer those questions.

Ask "teacher-type" questions:

- What is going on …?
- When is this happening?
- Where is …?
- Who will …?
- How is …?
- Why is … important?
- Why is that happening?
- How are _____ and _____ alike or different?
- What would happen if …?
- What does … mean?
- How will it …?
- What might …?
- Why can …?

Think about where the answers could be:

- In the reading
- In the clues
- In another source
- In the reader's mind

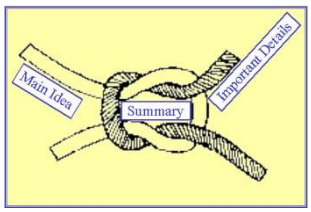
Summarizing Bookmark

Summarizing means picking out the main ideas and leaving out the information that is not essential to the understanding of the text.

Good readers look for the main idea as they read and can give the "gist" of what they read in their own words.

Tips for summarizing:

- Look at the topic sentences – the first sentence in each paragraph
- Look at the concluding or last sentence in each paragraph
- Answer the 5Ws and H of the text (Who? What? Where? When? Why? How?)
- Focus on the details
- Use key words and phrases
- Leave out little details that aren't important
- Use thinking maps, graphic organizers, etc. to help you plan



Clarifying Bookmark

Clarifying means making the meaning of what you are reading clearer.

When they notice that they don't understand something, **good readers** take steps to figure out the meaning.

Clues for when you need to clarify:

- The voice inside your head stops
- You no longer have a visual image in your head
- You can't remember what you just read
- The questions you have are not being answered
- You have no idea what a word or phrase means

Clarifying or fix-up strategies:

- Reread the part you don't understand
- Read forwards/read backwards
- If it's a word that you don't know, use context clues (read the rest of the sentence)
- Look at the text features for clues
- Use a dictionary to look up words
- Ask for help

Connecting Bookmark

Making connections is thinking about what the text reminds you of so that you can "attach" it to something you already know.

Good readers are constantly making connections between what they are reading.

Kinds of connections readers make:

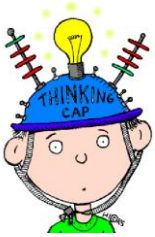
- Text to self connections
  - Does this remind me of something in my life?
- Text to text connections
  - Does this remind of something else I've read?
- Text to world connections
  - Does this remind me of something in the real world?

Discussion stems:

- That reminds me of …
- I read another book about …
- I felt like the character when …
- This story made me think of …

Inferring Bookmark

To infer means to determine the underlying meaning in the text that the author didn't really tell you. It is "reading between the lines".



Good readers constantly think about what they already know and what they've read so that they can figure out what the author is telling them.

The Inferring Equation:

What you see/hear/read
+ Your background knowledge
WHAT YOU INFER

Discussion Stems:

- From what I read, I am guessing that …. because …
- Based on the text, I think … because …

Provide evidence for your thinking!

How do you know that?

Visualizing Bookmark

Visualizing is making a picture in your mind as you read.

Good readers think about the pictures that form in their mind as they read the text.

What to think about as you are visualizing:

- Why did you have that particular image running through your mind?
- How does you visualization connect to the text?
- How can you imagine the scene you are reading about feels, tastes, smells, sounds, looks?

Discussion stems:

- As I was reading, in my mind I could imagine … because …..
- In my mind's eye, I saw … because …

Predictor

Name: _____ Date: _____

Title of Text: _____ Author: _____

Before reading the text, look at the title. Scan the pages to look at the text features (headings, pictures, diagrams, etc.). Write down your prediction of what you think you will read about next. Give the evidence (reasons) why you made that prediction.

Discussion stems:

- My prediction is …
- My evidence is …

_____

_____

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_____

_____

Invite group members to add their predictions with their reasons.

Predictions made by my group:

_____

_____

_____

_____

Ask group members if they agree or disagree and to give their evidence.

Questioner

Name: _____ Date: _____

Title of Text: _____ Author: _____

Make two questions about the reading:

- **On-the-surface question:** who, what, when, where
- **Under- the-surface question:** why, how, should, could, would

- My on-the-surface question is …

_____

_____

_____

_____

- My under-the-surface question is …

_____

_____

_____

_____

Work with the group to decide where answers to these questions might be:

- In the reading
- In the clues
- In another source
- In the reader's mind

Ask if anyone else has a question.

Questions posed by my group:

_____

_____

_____

Clarifier

Name: _____ Date: _____

Title of Text: _____ Author: _____

After reading the text, think about any ideas or words that you would like to have clarified.

I need to have the following clarified:

_____

_____

_____

_____

Ask anyone in the group is they need to have anything clarified.

_____

_____

_____

_____

Work with the group to find out:

- Meaning of unknown words
- Meaning of unclear ideas

Things that we clarified:

_____

_____

_____

_____

_____

_____

_____

Summarizer

Name: _____ Date: _____

Title of Text: _____ Author: _____

Write a 2-3 sentence summary of the most important information from the reading.

Think about:

- the main idea/s and the most important details
- what the text features (headings, bold print, etc.) tell you
- what the author was trying to tell you

The group can help you if you get stuck or if they think you forgot something

Discussion stems:

- Here's what I think is most important from the text …
- My summary is …

_____

_____

_____

_____

_____

_____

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_____

_____

_____

Ask the group members for their ideas. Add them to your summary.

Connector

Name: _____ Date: _____

Title of Text: _____ Author: _____

Think of a connection that you can make to the text:

- Text to text
- Text to self
- Text to world

Explain your connection and why you made it.

Discussion stems:

- This text reminded me of …
- I made that connection because …

_____

_____

_____

_____

_____

_____

_____

_____

Ask group members for their connections and explanations.
Connections made by my group:

_____

_____

_____

_____

Inferrer

Name: _____ Date: _____

Title of Text: _____ Author: _____

Think about what you already know and what you have read - tell what you think or "infer" about the reading. It is like reading between the lines. Give reasons why you made your inference.

Discussion Stems:

- From what I read, I am guessing that …. because …
- Based on the text, I think … because …

_____
_____
_____
_____
_____
_____
_____

Ask group members for their inferences and explanations of them.
Inferences made by my group:

_____
_____
_____
_____
_____
_____
_____

Visualizer

Name: _____ Date: _____

Title of Text: _____ Author: _____

Tell about the picture that formed in your mind as you read. Tell why you visualized that particular things and how it connects to the text. Use sensory language like: feel, taste, smell, hear, see.

Discussion stems:

- As I was reading, in my mind I could imagine … because …..
- In my mind's eye, I saw … because …

_____

_____

_____

_____

_____

_____

_____

_____

Sketch your visualization if you like.

Ask group members to talk about and explain their visualizations

Reciprocal Teaching Graphic Organizer

Name: _____ Date: _____ Text: _____ Author: _____ **Complete the boxes before, during and after reading.**	**Prediction:** Look at the title, scan the pages for major headings and look at any pictures/diagrams/bolded text, etc. Now write your prediction: _____ _____ _____ _____
Questions: Create some questions related to the reading. Make at least one on-the-surface and one under-the-surface question: _____ _____ _____ _____ _____	**Clarification:** Identify any words or phrases that are unclear. Ask group members for what they need clarified as well. _____ _____ _____ _____ _____
Summary: Summarize the key or main ideas. Write one or two sentences to capture what you read. _____ _____ _____ _____ _____	**Connections:** Identify any connections that you made and tell why you made them. _____ _____ _____ _____ _____
Inferences: Give an inference that you were able to make from reading the text. _____ _____ _____ _____ _____	**Visualization:** What did you picture in your mind as you were reading and why? How does it relate to the text? _____ _____ _____ _____ _____

Record of Reciprocal Teaching Roles

(record rubric scores from Assessment Checklist)

Student Name	Predict	Question	Clarify	Summarize	Connect	Infer	Visualize

Assessment checklist

Date: _____ Group Members: _____

Title of Text: _____ Author: _____

5 – Wow!; Exemplary; Exceptional; Outstanding

4 – Yes! Skilled; Appropriate; Solid

3 – Yes, but…; Generally; Adequately; Accurately

2 – Beginning; Limited; Partial

1 – No!; Unsuccessful; Inadequate; Support Required (RTI)

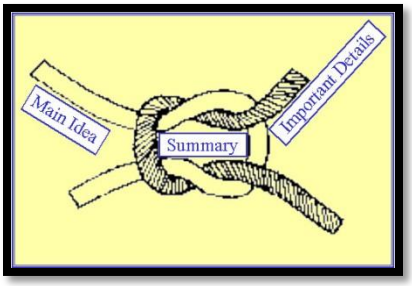
Role Criteria	Student	Rubric Score
Predictor: • predicts with evidence		
Questioner: • poses questions for the group to discuss		
Clarifier: • asks for/gives clarification		
Summarizer: • provides a summary of the text read		
Connector: • provides connections (T-T, T-S, T-W) with reasons for connections		
Inferrer: • gives an inferential statement (an example of "reading between the lines") with evidence		
Visualizer: • shares with the group what they visualized, why they visualized it and how it connects to the text		

Reciprocal Teaching Wheel

Predictor

Questioner

Visualizer



Summarizer

Inferrer

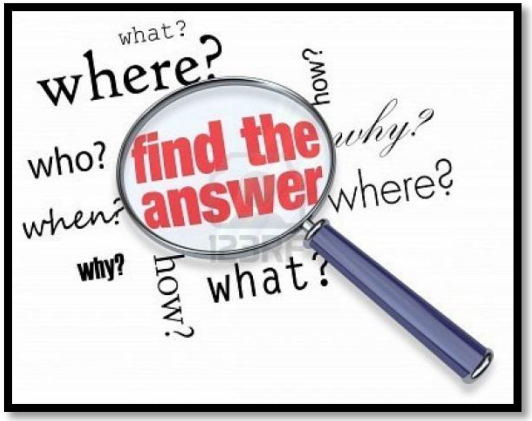
Connector

Clarifier

Reciprocal Teaching Wheel Icons

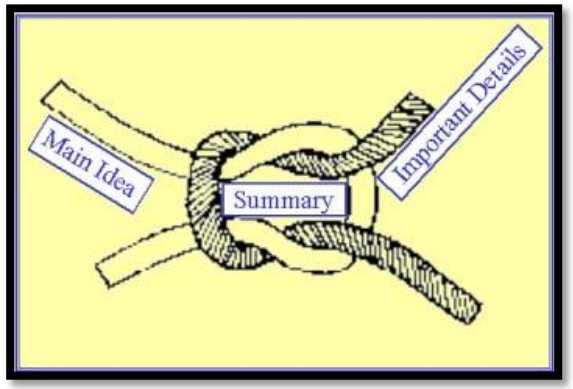
Predictor

Questioner



Clarifier

Inferrer



Summarizer

Connector

Visualizer

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